INDEX TO VOLUME 13

The *Author Index* includes articles and reviews published in this Volume arranged alphabetically by author. For a particular first author, entries are arranged chronologically without regard to multiple authorship. Cross references to coauthored papers for which the particular author was not the first author are listed as *see* references or are grouped together at the end of the chronological listing for that author as *see also* references.

The *Title Index* is arranged alphabetically without regard to the articles *a, an,* and *the* in the titles.

The *Review Index* is arranged alphabetically without regard to the articles *a, an,* and *the* in the titles. Authors who reviewed these titles are listed alphabetically in the *Author Index.*

AUTHOR INDEX

Amish, P. L., Gesten, E. L., Smith, J. K., Clark, H. B., & Stark, C. Social problem-solving training for severely emotionally and behaviorally disturbed children (**13:3,** 175-186).

Barcikowski, R. S. See Safran, S. P. (**13:4,** 245-252).

Bauer, A. M., & Sapona, R. H. Facilitating communication as a basis for intervention for students with severe behavioral disorders (**13:4,** 280-287).

Brady, M. P. See Gunter, P. (**13:2,** 116-126).

Brendtro, L. K. *Review of* Solving child behavior problems, by E. A. Blechman (**13:2,** 145-146).

Bryngelson, J. *Review of* Social and cognitive treatment of children and adolescents, by R. P. Barth (**13:2,** 147-148).

Cavanaugh, K. See Gunter, P. (**13:2,** 116-126).

Clark, H. B. See Amish, P. L. (**13:3,** 175-186).

Edgar, E. B. See Neel, R. S. (**13:3,** 209-216).

Eiserman, W. D. See Shisler, L. (**13:1,** 35-44).

The Executive Committee of the Council for Children with Behavioral Disorders. Position paper on definition and identification of students with behavioral disorders. (**13:1,** 9-19).

Forness, S. R. Planning for the needs of children with serious emotional disturbance: The National Special Education and Mental Health Coalition (**13:2,** 127-133).

Fox, J. J. See Gunter, P. (**13:2,** 116-126).

George, M. P. See Grosenick, J. K. (**13:2,** 108-115).

George, N. L. *Review of* Behavior disorders of children and adolescents, by M. T. Erickson (**13:3,** 218-219).

See also Grosenick, J. K. (**13:2,** 108-115).

Gesten, E. L. See Amish, P. L. (**13:3,** 175-186).

Grosenick, J. K., George, N. L., & George, M. P. The availability of program descriptions among programs for seriously emotionally disturbed students (**13:2,** 108-115).

Gunter, P., Fox, J. J., Brady, M. P., Shores, R. E., & Cavanaugh, K. Nonhandicapped peers as multiple exemplars: A generalization tactic for promoting autistic students' social skills (**13:2,** 116-126).

Hawkins, J. Antecedent pausing as a direct instruction tactic for adolescents with severe behavioral disorders (**13:4,** 263-272).

Jenne, T. See Mastropieri, M. (**13:3,** 202-208).

Johnston, J. *Review of* Children on medication: Volume I. Hyperactivity, learning disabilities, and mental retardation, by K. D. Gadow (**13:2,** 148-150).

Kauffman, J. M. See Murphy, D. M. (**13:1,** 20-34).

Koorland, M. A. *Review of* Applied behavior analysis, by J. O. Cooper, T. E. Heron, & W. L. Howard (**13:3,** 219-220).

Leone, P. E. Rethinking our assumptions about troubled and troubling youth (**13:2,** 134-136).

Levine, P. See Neel, R. S. (**13:3,** 209-216).

Lewis, W. W. The role of ecological variables in residential treatment (**13:2,** 98-107).

Maag, J. W. *Review of* Teaching behaviorally disordered students: Preferred practices, by D. P. Morgan & W. R. Jenson (**13:4,** 288-289).

Marsing, L. See Scruggs, T. E. (**13:4,** 240-244).

Martens, B. K., Muir, K. A., & Meller, P. J. Rewards common to the classroom setting: A comparison of regular and self-contained room student ratings (**13:3,** 169-174).

Mastropieri, M. A., Jenne, T., & Scruggs, T. E. A level system for managing problem behaviors in a high school resource program (**13:3,** 202-208).

Mattison, R. Broadening our commitment to deal with neglected mental health problems of children (**13:2,** 133-134).

McCollum-Gahley, J. *Review of* The caring classroom, by D. J. Carducci & J. B. Carducci (**13:2,** 141-142).

Meadows, N. See Neel, R. S. (**13:3,** 209-216).

Meller, P. J. See Martens, B. K. (**13:3,** 169-174).

Mesinger, J. F. *Review of* Re-educating troubled youth: Environments for teaching and treatment, by L. K. Brendtro & A. E. Ness (**13:2,** 140-141).

Mesinger, J. F. *Review of* Positive peer culture, 2nd edition, by H. H. Vorrath & L. K. Brendtro (**13:2,** 144-145).

INDEX TO VOLUME 13

The *Author Index* includes articles and reviews published in this Volume arranged alphabetically by author. For a particular first author, entries are arranged chronologically without regard to multiple authorship. Cross references to coauthored papers for which the particular author was not the first author are listed as *see* references or are grouped together at the end of the chronological listing for that author as *see also* references.

The *Title Index* is arranged alphabetically without regard to the articles *a, an,* and *the* in the titles.

The *Review Index* is arranged alphabetically without regard to the articles *a, an,* and *the* in the titles. Authors who reviewed these titles are listed alphabetically in the *Author Index.*

AUTHOR INDEX

Amish, P. L., Gesten, E. L., Smith, J. K., Clark, H. B., & Stark, C. Social problem-solving training for severely emotionally and behaviorally disturbed children (**13:3,** 175-186).

Barcikowski, R. S. See Safran, S. P. (**13:4,** 245-252).

Bauer, A. M., & Sapona, R. H. Facilitating communication as a basis for intervention for students with severe behavioral disorders (**13:4,** 280-287).

Brady, M. P. See Gunter, P. (**13:2,** 116-126).

Brendtro, L. K. *Review of* Solving child behavior problems, by E. A. Blechman (**13:2,** 145-146).

Bryngelson, J. *Review of* Social and cognitive treatment of children and adolescents, by R. P. Barth (**13:2,** 147-148).

Cavanaugh, K. See Gunter, P. (**13:2,** 116-126).

Clark, H. B. See Amish, P. L. (**13:3,** 175-186).

Edgar, E. B. See Neel, R. S. (**13:3,** 209-216).

Eiserman, W. D. See Shisler, L. (**13:1,** 35-44).

The Executive Committee of the Council for Children with Behavioral Disorders. Position paper on definition and identification of students with behavioral disorders. (**13:1,** 9-19).

Forness, S. R. Planning for the needs of children with serious emotional disturbance: The National Special Education and Mental Health Coalition (**13:2,** 127-133).

Fox, J. J. See Gunter, P. (**13:2,** 116-126).

George, M. P. See Grosenick, J. K. (**13:2,** 108-115).

George, N. L. *Review of* Behavior disorders of children and adolescents, by M. T. Erickson (**13:3,** 218-219).

See also Grosenick, J. K. (**13:2,** 108-115).

Gesten, E. L. See Amish, P. L. (**13:3,** 175-186).

Grosenick, J. K., George, N. L., & George, M. P. The availability of program descriptions among programs for seriously emotionally disturbed students (**13:2,** 108-115).

Gunter, P., Fox, J. J., Brady, M. P., Shores, R. E., & Cavanaugh, K. Nonhandicapped peers as multiple exemplars: A generalization tactic for promoting autistic students' social skills (**13:2,** 116-126).

Hawkins, J. Antecedent pausing as a direct instruction tactic for adolescents with severe behavioral disorders (**13:4,** 263-272).

Jenne, T. See Mastropieri, M. (**13:3,** 202-208).

Johnston, J. *Review of* Children on medication: Volume I. Hyperactivity, learning disabilities, and mental retardation, by K. D. Gadow (**13:2,** 148-150).

Kauffman, J. M. See Murphy, D. M. (**13:1,** 20-34).

Koorland, M. A. *Review of* Applied behavior analysis, by J. O. Cooper, T. E. Heron, & W. L. Howard (**13:3,** 219-220).

Leone, P. E. Rethinking our assumptions about troubled and troubling youth (**13:2,** 134-136).

Levine, P. See Neel, R. S. (**13:3,** 209-216).

Lewis, W. W. The role of ecological variables in residential treatment (**13:2,** 98-107).

Maag, J. W. *Review of* Teaching behaviorally disordered students: Preferred practices, by D. P. Morgan & W. R. Jenson (**13:4,** 288-289).

Marsing, L. See Scruggs, T. E. (**13:4,** 240-244).

Martens, B. K., Muir, K. A., & Meller, P. J. Rewards common to the classroom setting: A comparison of regular and self-contained room student ratings (**13:3,** 169-174).

Mastropieri, M. A., Jenne, T., & Scruggs, T. E. A level system for managing problem behaviors in a high school resource program (**13:3,** 202-208).

Mattison, R. Broadening our commitment to deal with neglected mental health problems of children (**13:2,** 133-134).

McCollum-Gahley, J. *Review of* The caring classroom, by D. J. Carducci & J. B. Carducci (**13:2,** 141-142).

Meadows, N. See Neel, R. S. (**13:3,** 209-216).

Meller, P. J. See Martens, B. K. (**13:3,** 169-174).

Mesinger, J. F. *Review of* Re-educating troubled youth: Environments for teaching and treatment, by L. K. Brendtro & A. E. Ness (**13:2,** 140-141).

Mesinger, J. F. *Review of* Positive peer culture, 2nd edition, by H. H. Vorrath & L. K. Brendtro (**13:2,** 144-145).

Morgan, D. P. See Smith, D. J. (**13:4,** 231-239).
Muir, K. A. See Martens, B. K. (**13:3,** 169-174).
Murphy, D. M., Kauffman, J. M., & Strang, H. R. Using microcomputer simulation to teach classroom management skills to preservice teachers (**13:1,** 20-34).
Murphy, D. M. *Review of* Special education in the criminal justice system — C. M. Nelson, R. B. Rutherford, Jr., & B. I Wolford, Editors (**13:1,** 62-63).
Neel, R. S., Meadows, N., Levine, P., & Edgar, E. B. What happens after special education: A statewide follow-up study of secondary students who have behavioral disorders (**13:3,** 209-216).
Osguthorpe, R. T. See Shisler, L. (**13:1,** 35-44).
Peterson, R. L. CCBD and the National Coalition: A point of view (**13:2,** 137-138).
See also Zabel, R. H. (**13:2,** 89-97).
Posluszny, M. *Review of* Educating the developmentally disabled: Meeting the needs of children and youth, by J. S. Handleman & S. L. Harris (**13:3,** 221-222).
Ramsey, E., & Walker, H. M. Family management correlates of antisocial behavior among middle school boys (**13:3,** 187-201).
Rhode, G. See Smith, D. J. (**13:4,** 231-239).
Rhodes, W. C. Ecology and the new physics (**13:1,** 58-61).
Rosenberg, M. S. *Review of* Children on medication: Volume II. Epilepsy, emotional disturbance, and adolescent disorders, by K. D. Gadow (**13:2,** 150-151).
Roth, M. A. See Safran, S. P. (**13:2,** 142-143).
Sabornie, E. J. Bi-directional social status of behaviorally disordered and nonhandicapped elementary school pupils (**13:1,** 45-57).
Safran, J. S. See Safran, S. P. (**13:4,** 245-252).
Safran, S. P., & Roth, M. A. *Review of* An educative approach to behavior problems: A decision model for interventions with severely handicapped learners, by I. M. Evans & L. H. Meyer (**13:2,** 142-143).
Safran, S. P., Safran, J. S., & Barcikowski, R. S. Assessing teacher manageability: A factor analytic approach (**13:4,** 245-252).
Sapona, R. H. See Bauer, A. M. (**13:4,** 280-287).
Schaiper, L. *Review of* Depression in young people — M. Rutter, C. E. Izard, & P. B. Read, Editors (**13:2,** 146-147).
Schultz, R. M. *Review of* Comprehensive classroom management: Creating positive learning environments, by V. F. Jones & L. S. Jones (**13:3,** 222-223).
Scruggs, T. E., & Marsing, L. Teaching test-taking skills to behaviorally disordered students (**13:4,** 240-244).
See also Mastropieri, M. A. (**13:3,** 202-208).
Shisler, L., Osguthorpe, R. T., & Eiserman, W. D. The effects of reverse role tutoring on the social acceptance of students with behavioral disorders (**13:1,** 35-44).
Shores, R. E. See Gunter, P. (**13:2,** 116-126).
Simpson, R. L., & Souris, L. A. Reciprocity in the pupil-teacher interactions of autistic and mildlly handicapped preschool children (**13:3,** 159-168).
Smith, D. J., Young, K. R., West, R. P., Morgan, D. P., & Rhode, G. Reducing the disruptive behavior of junior high school students: A classroom self-management procedure (**13:4,** 231-239).
Smith, J. K. See Amish, P. L. (**13:3,** 175-186).
Smith, C. R. See Zabel, R. H. (**13:2,** 89-97).
Souris, L. A. See Simpson, R. L. (**13:3,** 159-168).
Stark, C. See Amish, P. L. (**13:3,** 175-186).
Strang, H. R. See Murphy, D. M. (**13:1,** 20-34).
Walker, H. M. See Ramsey, E. (**13:3,** 187-201).
Weintraub, F. J. The Council for Exceptional Children commitment (**13:2,** 138-139).
West, R. P. See Smith, D. J. (**13:4,** 231-239).
Yell, M. L. The effects of jogging on the rates of selected target behaviors of behaviorally disordered students (**13:4,** 273-279).
Young, K. R. See Smith, D. J. (**13:4,** 231-239).
Zabel, R. H., Peterson, R. L., & Smith, C. R. Use of time by teachers of behaviorally disordered students: A replication (**13:2,** 89-97).
Zemitzsch, A. A. *Review of* Social and cognitive treatment of children and adolescents, by R. P. Barth (**13:3,** 217-218).

Antecedent pausing as a direct instruction tactic for adolescents with severe behavioral disorders. J. Hawkins (**13:4,** 263-272).

Assessing teacher manageability: A factor analytic approach. S. P. Safran, J. S. Safran, & R. S. Barcikowski (**13:4,** 245-252).

The availability of program descriptions among programs for seriously emotionally disturbed students. J. K. Grosenick, N. L. George, & M. P. George (**13:2,** 108-115).

Bi-directional social status of behaviorally disordered and nonhandicapped elementary school pupils. E. J. Sabornie (**13:1,** 45-57).

Broadening our commitment to deal with neglected mental health problems of children. R. Mattison (**13:2,** 133-134).

CCBD and the National Coalition: A point of view. R. L. Peterson (**13:2,** 137-138).

The Council for Exceptional Children commitment. F. J. Weintraub (**13:2,** 138-139).

Ecology and the new physics. W. C. Rhodes (**13:1,** 58-61).

The effects of jogging on the rates of selected target behaviors of behaviorally disordered students. M. L. Yell (**13:4,** 273-279).

The effects of reverse role tutoring on the social acceptance of students with behavioral disorders. L. Shisler, R. T. Osguthorpe, & W. D. Eiserman (**13:1,** 35-44).

Facilitating communication as a basis for intervention for students with severe behavioral disorders. A. M. Bauer & R. H. Sapona (**13:4,** 280-287).

Family management correlates of antisocial behavior among middle school boys. E. Ramsey & H. M. Walker (**13:3,** 187-201).

A level system for managing problem behaviors in a high school resource program. M. A. Mastropieri, T. Jenne, & T. E. Scruggs, (**13:3,** 202-208).

Nonhandicapped peers as multiple exemplars: A generalization tactic for promoting autistic students' social skills. P. Gunter, J. J. Fox, M. P. Brady, R. E. Shores, & K. Cavanaugh (**13:2,** 116-126).

Planning for the needs of children with serious emotional disturbance: The National Special Education and Mental Health Coalition. S. R. Forness (**13:2,** 127-133).

Position paper on definition and identification of students with behavioral disorders. The Executive Committee of the Council for Children with Behavioral Disorders (**13:1,** 9-19).

Reciprocity in the pupil-teacher interactions of autistic and mildly handicapped preschool children. R. L. Simpson & L. A. Souris (**13:3,** 159-168).

Reducing the disruptive behavior of junior high school students: A classroom self-management procedure. D. J. Smith, K. R. Young, R. P. West, D. P. Morgan, & G. Rhode (**13:4,** 231-239).

Rethinking our assumptions about troubled and troubling youth. P. E. Leone (**13:2,** 134-136).

Rewards common to the classroom setting: A comparison of regular and self-contained room student ratings. B. K. Martens, K. A. Muir, & P. J. Meller (**13:3,** 169-174).

The role of ecological variables in residential treatment. W. W. Lewis (**13:2,** 98-107).

Social problem-solving training for severely emotionally and behaviorally disturbed children. P. L. Amish, E. L. Gesten, J. K. Smith, H. B. Clark, & C. Stark (**13:3,** 175-186).

Teaching test-taking skills to behaviorally disordered students. T. E. Scruggs & L. Marsing (**13:4,** 240-244).

Use of time by teachers of behaviorally disordered students: A replication. R. H. Zabel, R. L. Peterson, & C. R. Smith (**13:2,** 89-97).

Using microcomputer simulation to teach classroom management skills to preservice teachers. D. M. Murphy, J. M. Kauffman, & H. R. Strang (**13:1,** 20-34).

What happens after special education: A statewide follow-up study of secondary students who have behavioral disorders. R. S. Neel, N. Meadows, P. Levine, & E. B. Edgar (**13:3,** 209-216).

Applied behavior analysis, by J. O. Cooper, T. E. Heron, & W. L. Howard. *Reviewed by* M. A. Koorland, (**13:3,** 219-220).

Behavior disorders of children and adolescents, by M. T. Erickson. *Reviewed by* N. L. George (**13:3,** 218-219).

The caring classroom, by D. J. Carducci & J. B. Carducci. *Reviewed by* J. McCollum-Gahley (**13:2,** 141-142).

Children on medication: Volume I. Hyperactivity, learning disabilities, and mental retardation, by K. D. Gadow. *Reviewed by* J. Johnston (**13:2,** 148-150).

Children on medication: Volume II. Epilepsy, emotional disturbance, and adolescent disorders, by K. D. Gadow. *Reviewed by* M. S. Rosenberg (**13:2,** 150-151).

Comprehensive classroom management: Creating positive learning environments, by V. F. Jones & L. S. Jones. *Reviewed by* R. M. Schultz (**13:3,** 222-223).

Depression in young people — M. Rutter, C. E. Izard, & P. B. Read, Editors. *Reviewed by* L. Schaiper, (**13:2,** 146-147).

Educating the developmentally disabled: Meeting the needs of children and youth, by J. S. Handleman & S. L. Harris. *Reviewed by M. Posluszny (***13:3,** 221-222).

An educative approach to behavior problems: A decision model for interventions with severely handicapped learners, by I. M. Evans & L. H. Meyer. *Reviewed by* S. P. Safran & M. A. Roth (**13:2,** 142-143).

Positive peer culture, 2nd edition, by H. H. Vorrath & L. K. Brendtro. *Reviewed by* J. F. Mesinger (**13:2,** 144-145).

Re-educating troubled youth: Environments for teaching and treatment, by L. K. Brendtro & A. E. Ness. *Reviewed by* J. F. Mesinger (**13:2,** 140-141).

Social and cognitive treatment of children and adolescents, by R. P. Barth. *Reviewed by* J. Bryngelson (**13:2,** 147-148).

Social and cognitive treatment of children and adolescents, by R. P. Barth. *Reviewed by* A. A. Zemitzsch (**13:3,** 217-218).

Solving child behavior problems, by E. A. Blechman. *Reviewed by* L. K. Brendtro (**13:2,** 145-146.

Special education in the criminal justice system — C. M. Nelson, R. B. Rutherford, Jr., & B. I Wolford, Editors. *Reviewed by* D. M. Murphy (**13:1,** 62-63).

Teaching behaviorally disordered students: Preferred practices, by D. P. Morgan & W. R. Jenson. *Reviewed by* J. W. Maag (**13:4,** 288-289).